

## **NAMPA CHARTER SCHOOL**

## NAMPA CHARTER SCHOOL

Sponsoring District: Nampa School District

LOCATION: Nampa	OPENING DATE: July 1, 1999
<b>GRADE LEVELS &amp; STUDENT ORGANIZATION:</b> K- Grade 10 (Will add Grade 11 the fall of 2002 and Grade 12 the fall of 2003) Single Track Schedule	<b>STUDENT/FTE TEACHER RATIO:</b> 18.4 - 1 <b>STUDENT/ADULT RATIO:</b> 9.8 - 1
<b>ADMISSIONS POLICY:</b> Lottery. Preference given to students residing within Nampa School District. Parental/Guardian involvement/support required as stipulated in the charter contract.	
<b>FACILITY:</b> We will move into a new building, December 2002. The building has a total of 37,000 sq. ft. 19.35 acres were purchased in July 2001. We will be closing on a 2.5 million dollar loan from Wells Fargo April, 2002.	
<input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary    Total square feet: 13,800 + 2,000 for temporary high school space. <b>TOTAL SQUARE FOOTAGE: 15,800 Sq. Ft.</b>	
<b>STUDENT PROFILE*:</b> Asian/PacIs: 2%    Free/reduced lunch eligibility: 38% (SHOULD ADD TO 100%)                      Black: 0%    Special needs: 5% Hispanic: 5%    LEP: NA% Native Am: 2%    Title I: NA% White: 91%    Children of school organizers: 13.5% Multiracial: 0% Males: 53%    Females: 47%	
<i>*If there are major differences between your school and the district, please explain:</i> With the addition of the high school our Hispanic percentage is increasing. Lack of busing dollars and ability to participate in reduced/free lunch impacted our student profile for the initial lottery. In the past three years the minority number on the waiting list has doubled. Special Needs – Although 5% is less than the NSD #131 Special Needs students, our extended special education # is 100% higher than the Nampa School District. The 5% is misleading.	
<b>MISSION:</b> The Nampa Charter School mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment.  The philosophy of the Nampa Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.	
<b>CALENDAR:</b> Starting Date: August 13, 2001 Number of days in operation: 185 Number of hours of instruction: 1014 hours Number of days for students: 172 Number of contract days for teachers: 185 Vacations: Modified “A” Track – (8 week summer vacation, 12 days in October, 12 days end of March/beginning April, and 3 weeks at Christmas.	

EDUCATIONAL PROGRAM	<b>Check all characteristics that can be used to describe your school's program.</b>			<input checked="" type="checkbox"/>
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	E.D. Hirsch's Core Knowledge	<input checked="" type="checkbox"/>	Service Learning	<input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary (high school)	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input checked="" type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based (high school)	<input checked="" type="checkbox"/>
	Exped. Learning Outward Bound	<input type="checkbox"/>		<input type="checkbox"/>
	<p><i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i></p> <p><i>Gifted and Talented Enrichment:</i> Accomplished through, but not limited to, clustering, competitions, consultations, curriculum clustering, independent study, interest-based workshops during intercessions, and pullout classes.</p> <p><i>Community Service:</i> Designed to instill a sense of individual, social and civic responsibility. We are expanding this area with a part time position, Community Service Director.</p> <p><i>Family Service:</i> High School students receive 1 credit for 100 hours per year of family service. The student needs to identify the need, and then initiate the service without being directed by a parent.</p> <p><i>Music Training:</i> Kindergarten through 8<sup>th</sup> grade students are instructed on the piano.</p> <p><i>Character Training Program:</i> "Expectation training" through memorization and dramatization of classical poetry and historical passages, as well as staff who model essential traits of good character. Components include, but not limited to, a strong emphasis on kindness, the "golden rule", and a reward system which honors students who are hard working, responsible, honest, respectful, etc. - all traits which will make them valuable as employers and employees in the work force.</p>			
	<b>Check all assessments that your school used this year to measure student performance.</b>			<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input checked="" type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input checked="" type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	PSAT	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	NWEA Levels Tests (MAPS)	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Other Norm Referenced Standardized Assessments : Metropolitan –Grades 1&2	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input checked="" type="checkbox"/>
			School Developed Assessments	<input checked="" type="checkbox"/>
	<p>Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: <b>Certificated staff utilizes the data received to identify strengths/weaknesses of each student, to identify weaknesses in instruction, and to plan for those weaknesses. The staff uses all the data to align concepts between grade levels. The test data is also used to conference with parents.</b></p>			
	<p>Award/Honors offered to students: <b>Our "Citizen of the Week" and "Citizen of the Month" are honors given to our students in the area of citizenship. We compare this award to 'real life'..those employees who get the promotions and raises in the work force. Nampa Charter School also has a Hall of Fame program for those students who excel academically. Hall of Fame and Citizen of the Week are handled every Friday by the administrator, who goes into each class to test the students.</b></p>			

## STUDENT ACHIEVEMENT DATA

SPECIAL NOTE: Our charter contract states that the Nampa Charter students will perform in the top quartile nationally. When our charter was approved in 1999, school norms were used for comparisons. Below the school norms are identified in bold, and the student norms in parenthesis.

### IOWA TEST OF BASIC SKILLS

#### VALUE ADDED-FALL to FALL

	<u>99/3</u>	<u>00/4</u>	<u>01/5</u>	<u>02/6</u>	<u>03/7</u>
<b>Comp.</b>	<b>91</b> (77)	<b>97</b> (80)	<b>85</b> (69)		
<b>TR</b>	<b>92</b> (75)	<b>99</b> (83)	<b>87</b> (72)		
<b>Usage</b>	<b>87</b> (75)	<b>99</b> (84)	<b>91</b> (75)		
<b>TL</b>	<b>77</b> (69)	<b>97</b> (81)	<b>84</b> (68)		
<b>Prob.</b>	<b>90</b> (78)	<b>99</b> (84)	<b>96</b> (78)		
<b>TM</b>	<b>95</b> (85)	<b>99</b> (86)	<b>99</b> (85)		
<b>CORE</b>	<b>91</b> (77)	<b>98</b> (83)	<b>92</b> (75)		
	<u>99/4</u>	<u>00/5</u>	<u>01/6</u>	<u>02/7</u>	<u>03/8</u>
<b>Comp.</b>	<b>97</b> (80)	<b>89</b> (71)	<b>94</b> (77)		
<b>TR</b>	<b>98</b> (82)	<b>91</b> (75)	<b>88</b> (72)		
<b>Usage</b>	<b>95</b> (77)	<b>95</b> (79)	<b>93</b> (76)		
<b>TL</b>	<b>92</b> (71)	<b>89</b> (71)	<b>94</b> (73)		
<b>Prob.</b>	<b>99</b> (86)	<b>99</b> (81)	<b>89</b> (72)		
<b>TM</b>	<b>99</b> (88)	<b>99</b> (88)	<b>99</b> (85)		
<b>CORE</b>	<b>97</b> (81)	<b>96</b> (79)	<b>95</b> (79)		
	<u>99/5</u>	<u>00/6</u>	<u>01/7</u>	<u>02/8</u>	<u>03/9</u>
<b>Comp.</b>	<b>77</b> (65)	<b>87</b> (70)	<b>86</b> (71)		
<b>TR</b>	<b>79</b> (68)	<b>84</b> (70)	<b>80</b> (68)		
<b>Usage</b>	<b>88</b> (72)	<b>89</b> (73)	<b>92</b> (75)		
<b>TL</b>	<b>77</b> (64)	<b>91</b> (72)	<b>93</b> (74)		

<b>Prob. TM</b>	<b>90</b> (73) <b>96</b> (81)	<b>94</b> (75) <b>99</b> (88)	<b>85</b> (67) <b>92</b> (76)		
<b>CORE</b>	<b>86</b> (71) <b>99/6</b>	<b>95</b> (79) <b>00/7</b>	<b>90</b> (74) <b>01/8</b>	<b>02/9</b>	<b>03/10</b>

<b>Comp. TR</b>	<b>82</b> (67) <b>80</b> (67)	<b>94</b> (78) <b>93</b> (77)	<b>99</b> (88) <b>99</b> (88)
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<b>Usage TL</b>	<b>67</b> (60) <b>77</b> (64)	<b>95</b> (78) <b>97</b> (77)	<b>99</b> (82) <b>97</b> (79)
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<b>Prob. TM</b>	<b>93</b> (74) <b>99</b> (85)	<b>97</b> (78) <b>99</b> (86)	<b>96</b> (76) <b>99</b> (89)
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<b>CORE</b>	<b>90</b> (74)	<b>97</b> (82)	<b>99</b> (86)
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<b>99/7</b>	<b>00/8</b>	<b>01/9</b>	<b>02/10</b>	<b>03/11</b>
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<b>Comp. TR</b>	<b>91</b> (74) <b>87</b> (72)	<b>87</b> (72) <b>85</b> (71)	<b>72</b> (64) <b>71</b> (63)
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<b>Usage TL</b>	<b>93</b> (76) <b>93</b> (74)	<b>91</b> (73) <b>80</b> (66)	<b>74</b> (63) <b>69</b> (61)
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<b>Prob. TM</b>	<b>92</b> (72) <b>99</b> (84)	<b>94</b> (73) <b>99</b> (86)	<b>84</b> (66) <b>91</b> (76)
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<b>CORE</b>	<b>95</b> (79)	<b>92</b> (76)	<b>80</b> (69)
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## ITBS GRADE TO GRADE

<b>3<sup>RD</sup> GRADE</b>	<b>99</b>	<b>00</b>	<b>01</b>	<b>02</b>	<b>03</b>
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<b>Comp. TR</b>	<b>91</b> (77) <b>92</b> (75)	<b>97</b> (83) <b>98</b> (82)	<b>98</b> (84) <b>96</b> (80)
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<b>Usage TL</b>	<b>87</b> (75) <b>77</b> (69)	<b>98</b> (86) <b>99</b> (89)	<b>90</b> (76) <b>95</b> (81)
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<b>Prob. TM</b>	<b>90</b> (78) <b>95</b> (85)	<b>99</b> (88) <b>99</b> (94)	<b>99</b> (86) <b>99</b> (90)
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CORE	91 (77)	99 (90)	98 (85)
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4 <sup>TH</sup> GRADE	99	00	01	02	03
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Comp. TR	97 (80) 98 (82)	97 (80) 99 (83)	98 (82) 99 (85)
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Usage TL	93 (77) 85 (71)	99 (84) 97 (81)	98 (85) 99 (81)
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Prob. TM	99 (86) 99 (88)	99 (84) 99 (86)	99 (91) 99 (93)
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CORE	97 (81)	98 (83)	99 (88)
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5 <sup>TH</sup> GRADE	99	00	01	02	03
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Comp. TR	77 (65) 79 (68)	89 (71) 91 (75)	85 (69) 87 (72)
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Usage TL	88 (72) 77 (64)	95 (79) 89 (71)	91 (75) 84 (68)
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Prob. TM	90 (73) 96 (81)	99 (81) 99 (88)	96 (78) 99 (85)
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CORE	86 (71)	96 (79)	92 (75)
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6 <sup>TH</sup> GRADE	99	00	01	02	03
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Comp. TR	82 (67) 80 (67)	87 (70) 84 (70)	94 (77) 88 (72)
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Usage TL	67 (60) 77 (64)	89 (73) 91 (72)	93 (76) 94 (73)
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Prob. TM	93 (74) 99 (85)	94 (75) 99 (88)	89 (72) 99 (85)
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CORE	90 (74)	95 (79)	95 (79)
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7 <sup>TH</sup> GRADE	99	00	01	02	03
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<b>Comp. TR</b>	<b>91</b> (74) <b>87</b> (72)	<b>94</b> (78) <b>93</b> (77)	<b>86</b> (71) <b>80</b> (68)
<b>Usage TL</b>	<b>93</b> (76) <b>93</b> (74)	<b>95</b> (78) <b>97</b> (77)	<b>92</b> (75) <b>93</b> (74)
<b>Prob. TM</b>	<b>92</b> (72) <b>99</b> (84)	<b>97</b> (78) <b>99</b> (86)	<b>85</b> (67) <b>92</b> (76)
<b>CORE</b>	<b>95</b> (79)	<b>97</b> (82)	<b>90</b> (74)

<b>8<sup>TH</sup> GRADE</b>	<b>99</b>	<b>00</b>	<b>01</b>	<b>02</b>	<b>03</b>
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<b>Comp. TR</b>	-	<b>87</b> (72) <b>85</b> (71)	<b>99</b> (88) <b>99</b> (88)
<b>Usage TL</b>	-	<b>91</b> (73) <b>80</b> (66)	<b>99</b> (82) <b>97</b> (79)
<b>Prob. TM</b>	-	<b>94</b> (73) <b>99</b> (86)	<b>96</b> (76) <b>99</b> (89)
<b>CORE</b>	-	<b>92</b> (76)	<b>99</b> (86)

**Direct Math Assessment (DMA)**

	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Grade 4</b>	<b>3.8</b>	<b>4.1</b>	<b>3.9</b>
<b>Grade 8</b>	<b>NA</b>	<b>3.2</b>	<b>3.1</b>

**Direct Writing Assessment (DWA)**

	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Grade 4</b>	<b>3.4</b>	<b>3.2</b>	<b>4.1</b>
<b>Grade 8</b>	<b>NA</b>	<b>3.0</b>	<b>3.4</b>

**Idaho Reading Indicator (IRI)**

**SPECIAL NOTE: PERCENTAGES GIVEN FOR GRADE LEVEL (3), NEAR GRADE LEVEL (2)  
AND BELOW GRADE LEVEL (1)**

	1999/2000			2000/2001			2001/2002		
	F	W	S	F	W	S	F	W	S
<b>K</b>									
<b>1</b>	9	8	17	8	8	0	8	8	NA
<b>2</b>	52	67	58	42	54	29	54	16	NA
<b>3</b>	<b>39</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>38</b>	<b>71</b>	<b>38</b>	<b>76</b>	<b>NA</b>

**Grade 1**

<b>1</b>	30	0	4	12	4	0	0	0	NA
<b>2</b>	22	20	8	23	19	12	11	7	NA
<b>3</b>	<b>52</b>	<b>80</b>	<b>88</b>	<b>65</b>	<b>77</b>	<b>88</b>	<b>89</b>	<b>93</b>	<b>NA</b>

	1999/2000			2000/2001			2001/2002		
	F	W	S	F	W	S	F	W	S

**Grade 2**

<b>1</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>NA</b>
<b>2</b>	<b>22</b>	<b>18</b>	<b>4</b>	<b>27</b>	<b>18</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>NA</b>
<b>3</b>	<b>70</b>	<b>79</b>	<b>96</b>	<b>73</b>	<b>79</b>	<b>82</b>	<b>89</b>	<b>93</b>	<b>NA</b>

**Grade 3**

<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>NA</b>
<b>2</b>	<b>22</b>	<b>20</b>	<b>25</b>	<b>21</b>	<b>11</b>	<b>14</b>	<b>25</b>	<b>7</b>	<b>NA</b>
<b>3</b>	<b>74</b>	<b>80</b>	<b>75</b>	<b>79</b>	<b>86</b>	<b>82</b>	<b>75</b>	<b>89</b>	<b>NA</b>

**MAP Testing**

***BASE – RIT Median for Grades 5,7,&9 Fall testing – Reading & Math***

**A** Above Range  
**W** Within Range  
**B** Below Range  
**CA** Class Average

<b>Grade</b>	<b>Math</b>			<b>Reading</b>		
<b>5</b>	<b>A</b>	<b>86%</b>		<b>A</b>	<b>65%</b>	
	<b>W</b>	<b>10%</b>		<b>W</b>	<b>13%</b>	
	<b>B</b>	<b>4%</b>		<b>B</b>	<b>22%</b>	
	<b>CA</b>	<b>229</b>	<b>(8<sup>th</sup> Fall)</b>	<b>CA</b>	<b>213</b>	<b>(6<sup>th</sup> Fall)</b>
<b>7</b>	<b>A</b>	<b>77%</b>		<b>A</b>	<b>50%</b>	
	<b>W</b>	<b>3%</b>		<b>W</b>	<b>13%</b>	
	<b>B</b>	<b>20%</b>		<b>B</b>	<b>37%</b>	
	<b>CA</b>	<b>241</b>	<b>(9<sup>th</sup> Spring)</b>	<b>CA</b>	<b>221</b>	<b>(7<sup>th</sup> Spring)</b>
<b>9</b>	<b>A</b>	<b>79%</b>		<b>A</b>	<b>56%</b>	
	<b>W</b>	<b>5%</b>		<b>W</b>	<b>17%</b>	
	<b>B</b>	<b>16%</b>		<b>B</b>	<b>28%</b>	
	<b>CA</b>	<b>248</b>	<b>(11<sup>th</sup> +)</b>	<b>CA</b>	<b>225</b>	<b>(9<sup>th</sup> Spring)</b>

STUDENT AND SCHOOL PERFORMANCE GOALS	Level of Accomplishment	Evidence
♦ Score in the top quartile on standardized tests on the national, state, and district levels after a period of two consecutive academic years at the charter school	<b>Exceeded</b> Met Partially Met Did Not Address	Iowa Tests of Basic Skills
♦ Reading at grade level by 3 <sup>rd</sup> grade	<b>Exceeded</b> Met Partially Met Did Not Address	Idaho Reading Indicator ITBS – Reading Metropolitan - Reading
♦ Computing math at grade level by 3 <sup>rd</sup> grade	<b>Exceeded</b> Met Partially Met Did Not Address	ITBS – Math Direct Math Assessment Metropolitan - Math
♦ Student absenteeism is less than 4%	<b>Exceeded</b> Met Partially Met Did Not Address	Attendance Records
♦ Student tardies are less than 2%	<b>Exceeded</b> Met Needs Improvement Did Not Address	Attendance Records
♦ 80% of the student body accomplishes the Personalized Learning Goals to be determined by classroom teacher and parent communication and observations.	Exceeded <b>Met</b> Partially Met Did Not Address	Teacher Observation
♦ Students reflect positive growth on parent surveys done yearly on the child's attitudes and habits toward, but not limited work, ethic, honesty, taking responsibility, self confidence etc.	Exceeded Met Partially Met <b>Did Not Address</b>	*2 <sup>nd</sup> survey not sent out. Parents decided too many surveys with the NWRL surveys added.
♦ Samples of student work depicting, integrated, extended, refined and meaningful utilization of knowledge.	Exceeded <b>Met</b> Partially Met Did Not Address	Technology & Classroom Portfolios

GOVERNANCE		P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position		E=Elected A=Appointed		
	Governing Board of the Charter School	P S ST CM	1 yr		E A		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: Monthly ❖ General meeting times: 2 <sup>nd</sup> Tuesday – 6:00 pm ❖ Describe how meetings are posted to the public: Posted
		P S ST CM	18 mo		E A		
		P S ST CM	3 yr		E A		
		P S ST CM	3 yr		E A		
		P S ST CM	3 yr		E A		
		Title	Length of time in current position		Also teaches in classroom		Other Notes Related to Administration
	Administration	Superintendent/Principal	3 years		Y N		Operate school on day –to-day basis, Secured 2.5 Million Dollar Loan to build a new school from Wells Fargo, Business Manager,
		Mike & Sally Anderson	1 year		Y N		Director of Special Education - FTE .1 /Director of Curriculum/Instruction FTE .3
		Name	# P	# S	# ST	# CM	Other Notes Related to Committees
Committees	Building Committee PTO	1 20			2	Worked with administrator locating land, with architects and Wells Fargo Bank.	

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	\$ 5,564	\$ 5,495
Operating Budget	\$1,480,149	\$ 1,621,144
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$1,217,486.60</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$</p> <p><input checked="" type="checkbox"/> Grants \$262,663.36</p> <p><input type="checkbox"/> Donations \$</p> <p><input type="checkbox"/> Other \$</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: Speech/Language &amp; Psych.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$1,621,144.07</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$ 0</p> <p><input checked="" type="checkbox"/> Grants \$ 298,115.00</p> <p><input type="checkbox"/> Donations \$</p> <p><input type="checkbox"/> Other \$</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized:</p> <p><i>Title VI B money was used for an educational assistant for the 5 extended special ed. students.</i></p> <p><i>Grant \$'s have been used for one time purchases. Ie. busing, kitchen equipment, materials, teaching supplies, computers. To date the grant money has not been used for salaries/benefits.</i></p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	\$ 0 as of 4/15/01	\$ 0 As Of 4 / 8 / 02

OTHER	2000-2001	2001-2002
Student Attendance Rate	96%	96.64%
Student Discipline	# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: % of students: 0	# suspensions to date: 0 % of students: 0 # expulsions to date: 0 % of students: 0 # of referrals to date: 0 % of students: 0
Student Enrollment	Total: 266 Waiting List: 520	Total: 295 Waiting List: 950 +
Number Of Students Leaving Mid-Year	Reasons For Leaving: # Dropped out: 0 # Transferred: 1	Reasons For Leaving: # Dropped out: 0 # Transferred: 16 6 moved out of district, and 2 moved back to the NSD without giving a reason. (8 were part of the revolving door at the new high school - first year growing pains as high school program is modified.)  Dual Enrollment: 13% Program Participation: NA
Staff Development Opportunities	Literacy Class 100% Metacognitive/Cognitive Techniques-Classroom 100% Art Workshop 88% Conversational Spanish 100%	Special Education Class 90%
Teacher Qualifications	# FT: 9 # PT: 5  # Special Ed Endorsements: 3  # Non-Certified Giving Instruction: 1—P.E.  Avg. Teaching Experience: 10 Years  # with MA Degree: 2  # Teaching In Areas Outside Endorsements: 0	# FT: 9 # PT: 8 # Special Ed Endorsements: 3 # Non-Certified Giving Instruction: 1 – P.E. Avg. Teaching Experience: 12 Years  # with MA Degree: 3 # with Ph.D. or Ed.D Degree: 0 # Teaching In Areas Outside Endorsements: 1 (High School Teacher teaching English/Social Studies. 4 credits short in Social Studies)
Number of Departing Staff	#: 0	#: 2

		<p>Reasons For Leaving: 4<sup>th</sup> Grade Teacher left to go into the ministry as the Education Director for a local church.</p> <p>8<sup>th</sup> Grade teacher left because of grade level. This teacher had taught only 6<sup>th</sup> grade and felt that 8<sup>th</sup> grade would be a doable challenge. She did not find this grade level doable and wanted a 6<sup>th</sup> grade position again.</p>
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OTHER <i>cont.</i>	2000-2001	2001-2002
Parent Involvement	<p>Hours/month: Over 6,000 hrs.</p> <p>Types Of Involvement: Manages all aspects of the lunch program; collecting orders, money, delivery, etc. Classroom volunteers, participating in PTO and committees</p> <p>Estimated number of parents participating: 35-40%</p>	<p>Types Of Involvement: 4,000 + hrs.</p> <p><input checked="" type="checkbox"/> in classroom  <input checked="" type="checkbox"/> in school  <input checked="" type="checkbox"/> take work home  <input type="checkbox"/> other:</p> <p>Estimated number of parents participating: 20%</p> <p>Our parent volunteer numbers have dropped because our school has a local restaurant managing all aspects of the lunch program: collection orders, money, delivery, etc.</p>

<p><b>Business Partnerships</b> (e.g., Community Involvement)</p>	<p>1500 Total Hours/Year</p> <p>1500 Classroom Hours/Year</p> <p>Business Partnerships: 3</p>	<p><b>Hogi Yogi</b> – Manages the entire lunch program for our school. 500 hours</p> <p><b>Home Federal,</b> – Works with the high school students/job shadowing</p>
<p>Transportation</p>	<p>Drive/Are driven in private cars: 10%</p> <p>Public transportation: 0%</p> <p>School bus/District transport: 85%</p> <p>Walk/Bike: 5%</p> <p>Other: %</p>	<p>Drive/Are driven in private cars: 13%</p> <p>Public transportation: 0%</p> <p>Schoolbus/District transport: 85%</p> <p>Walk/Bike: 2%</p> <p>Other:___%</p>
<p>Lunch Services</p>	<p>Hot lunch provided for students <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p># times per week: 5</p>	<p>Lunch provided for students <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p># times per week: 5</p> <p>Participate in Child Nutrition Program <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>Offer free/reduced lunch <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>
<p>Other Student Services</p>	<p>Special Education</p>	<p>Counseling <input type="checkbox"/> On site    <input type="checkbox"/> Through district</p> <p>Special Education <input checked="" type="checkbox"/> On site    <input type="checkbox"/> Through district</p> <p>After School Programs <input type="checkbox"/> On site    <input type="checkbox"/> Through district</p> <p>Other <input type="checkbox"/> On site    <input type="checkbox"/> Through district</p>